Table 7-1: UDL Considerations for Minimizing Classroom Discussion Barriers

Barrier	UDL Considerations
Students are unprepared to contribute to the discussion (i e , lack of content knowledge).	Provide options/choices for students to 1. Complete anticipation guides. 2. Review possible prompts before the discussion, and/or have students. 3. Write questions as they review class resources so they have pre-prepared low-risk opportunities to speak (Stengel et al , 2019).
Students lack language skills to participate effectively.	1. Provide a word bank with content-specific vocabulary. 2. Provide the option to use sentence stems or sentence frames.
Students do not stay on task or one student monopolizes the discussion.	Empower students to work with peers to decide upon rules for a discussion to ensure that everyone has equitable opportunities to participate in their group (Sten- gel et al , 2019).
The structure may not support student agency and creativity.	Ensure there are numerous opportunities for students to ask questions. It may be helpful to provide students with a copy of Bloom's taxonomy so they can practice constructing questions that work to higher levels of thinking.

Table 7-2: UDL Considerations for Minimizing Feedback Barriers

	Barriers	Considerations
Written feedback	Students struggle to comprehend meaning of feedback.	• Provide opportunities for students to reflect on feedback, summarize in their own words, and create a plan for how they will use it. • Share feedback digitally so students can use screen readers or translation tools to comprehend feedback. • Link exemplars and resources that help them better understand the intent of the feedback.
Verbal feedback	Students may not process nor remember feedback.	• Provide students with an option to take notes on feedback, bring a buddy to take notes, or record the conversation on their device.
Praise	Students may think there is nothing they need to improve/ revise.	• Create a culture of "glows and grows" so you are always providing praise and giving one idea of how to improve.
Mastery-oriented feedback	Students may feel criticized or demoralized.	• Create a culture where you welcome feedback on your own practice when you share feedback with students • Co-create sentence stems with students like, "It would be great if " so they know what to expect when getting feedback.
Public Feedback	Students may be embarrassed, triggered.	• In a beginning-of-the-year survey, ask students to share their comfort level with public feedback. • With the class, create norms for public feedback that teachers and students will honor.
Private Feedback	• If praise, students may want recognition. • If mastery-oriented	• After sharing praise with students, you may ask if they would like you to call or send an email home. • Before meeting with a student 1:1, ask if they would like to meet alone, bring a

	Barriers	Considerations
	or constructive, students may be uncomfortable in a 1:1 setting.	friend, or meet with another teacher.